

ANALYSIS OF B.Ed.CURRICULUM (SECONDARY) OF EASTERN REGION

Programme Co-ordinator

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विद्ययाऽमृतमश्नुते



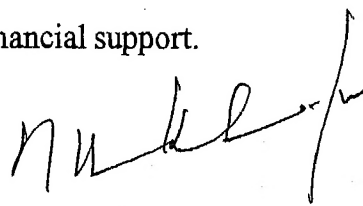
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PREFACE

For more than 20 years I have been engaging in the field of teacher education. My continuous engagement in teaching theories of education has helped me to get more insights in the way teacher education programmes are practised. My experience has been a constant frustration because I find huge discrepancy between the knowledge base provided in teacher education and the quantity and quality of application of this knowledge in school settings. Further, I find enormous advances in the past 4 decades in our understanding of how people learn and in the theoretical ideas of education. Little of such advance is currently being utilized in teacher education programmes. Interactions with students and colleagues too confirm this view. This work, set in this background, is designed and executed to map out the patterns emerging from the prevailing teacher preparation curriculum. It is my hope that the emerging patterns from this study will reflect the field reality and contribute increasingly for meaningful reformulation of the prevailing one-year B.Ed. curricula.

Indeed, I am grateful to the Council for providing the much needed financial support.



(M. A. Khader)

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Section -1 **Introduction**

Background of the study

For years I have been engaged in teacher education. My continuous interest in teacher education and several years of engagement as a teacher educator tell that the prevailing teacher education programme often fails to address the professional development needs. Theory centric discourses, obviously, do not pave the way for nurturing professionalism. In my view, how we, the teacher educators, engage ourselves in planning and management of curricula practices in teacher preparation becomes the focal point. We need to ensure quality in curricula practices to provide for professionalism. It is a major concern and needs to be professionally addressed. My inference, rooted on experience and continuous interactions with fellow teacher educators and student teachers as well, underscores the need for a critical look into the curricular practices being followed in the preparation of teachers. This work arises out of shared views of these stakeholders. **The overreaching goal of this work is to examine the prevailing teacher education programme, one-year B.Ed. and capture the patterns the programme unfolds.**

Before I get on to the details of the curriculum, it is meaningful that I turn first to the major initiatives directed towards quality in teacher education by the Government of India in the recent past. The initiatives, obviously, mirror the commitment of the Government of India. NPE(1986) set in motion a series of actions for strengthening teacher education programme(s) in the country. For instance, formation of DIETs, CTEs and IASEs is a visible illustration of the commitment for quality in teacher education at both elementary and secondary stages. Mass orientation of teachers on the change process through PMOST and later through SOPT outline the road map for strengthening teacher competence. Formulation of competency-based learner-centric instructional strategies and preparing teacher readiness, a departure from the past, to address the new challenges reflect the effort to translate policy into action. Establishment of National Council of Teacher Education (NCTE) points out the resolve to regulate and maintain the standards of teacher education programmes across the nation through a set of norms. What is striking are the initiatives set in motion by the Government to strengthen quality in teacher education. We need to recognize these initiatives of the Government based on the policy guidelines. Equally pertinent is that we need to reflect on the corresponding actions taken by the educators in curricula practices to match the change process visualized in the policy. Obviously, examination of the on-going teacher education curriculum becomes an essentiality in this context. Now, I turn to the teacher education curriculum to reflect on its form and the way it is being operationalised.

Teacher education curriculum

The NCTE accorded priority for ensuring quality in teacher education. Initial actions centred on standards and norms on structural features started yielding significant results. Well,

one may find weak spots. Simultaneously NCTE ventured on formulating a curriculum framework for quality teacher education in the pre-service sector (NCTE, 1998). The curriculum framework suggests specific curriculum for pre-primary , primary, elementary, secondary and senior secondary stages. Teacher training programme for senior secondary stage, both academic and vocational streams, is a new initiative. Two year programme of studies at secondary and senior secondary stages, a departure from the past, places thrust on developing stage specific professionalism. Suggestion for four-year integrated models from pre-primary to secondary stages reflects the alternative path for creating professional teachers. Weightage accorded to various components of the course structures, except the pre-primary stage, is to the tune of 40% to theory, 20% to pedagogical analysis, 20% to practice teaching and 20% to related practical work. However, the allocation is 30% to theory and 70% to practice at pre-primary stage. What is striking is the shift to two-year model with the focus on components to build up professional competence. Four-year integrated model in various stages is a reassuring path for quality development. These curricula initiatives, in fact, reflect the effort to provide for quality in teacher education in tune with the policy guidelines. Obviously, **the shift placed on two-year or four-year models indicates the commitment of policy makers in teacher education to effect change in the form, content and practices of teacher preparation programme.**

Reflections on the prevailing form

When I examine the prevailing forms of teacher preparation programmes at **secondary stage**, I see **multiple models** – one year, two-year and four year. Well, two-year and four-year models are limited to a negligible number of centres but their presence is quite visible. What is common across the country is the one-year model of teacher preparation programme of study. It means that except a negligible few, the vast majority of personnel enter the teaching profession through one-year training programme. When schools are invariably peopled by such teachers, a deep look into the one-year programme of study which shapes their professional skills becomes an essentiality. The course structured around theory and practice components is expected to equip the teacher trainees with competence to address the classroom realities in school setting. In fact, strength of the course components to provide for such a goal depends on its capacity to accommodate developments in knowledge and integrate such developments into practices. The question is, is it a reality ? Obviously. I need to explore two components to address this question. First is the **theoretical formulations** which provide the ideas for professional practice and second is the **practice component** which sets the experiences in shaping professional competence.

First I turn to the **theoretical ideas and its strength to accommodate developments or changes that take place in the knowledge base**. As a case for illustrating the change I choose Educational Psychology. From the very inception, educational psychology has occupied a critical space in the teacher preparation programme probably due to its strength in

providing explanations about teacher and learner, and the processes of teaching and learning. I see lot of meaning in citing Woolfolk Hoy's(2000) analysis of the texts in Educational Psychology in teacher preparation course in USA and the emerging change in content over time. Woolfolk Hoy's evidences outline highly visible shift in the content from 1926 to the present. The evidences unfold that the content during the period 1926-1956 focused on tests and measurement, psychology of school subjects, learning, teaching methods, brain physiology, and heredity and instincts. Elimination of coverage of faculty psychology and formal discipline was the noticeable change during the period. However, during the period 1956-1975 the contents were centred around learning (behaviourism), tests and measurement, development, motivation, and social and emotional issues. The noticeable change that took place during the period as compared to the previous one was laying less stress on school subjects and brain physiology but more on personality, counselling and development. During the period 1975-1983 further shifts were visible. Content emphases were on learning, development, individual differences, motivation, and tests and grading. As compared to the previous texts, stress was less on mental health, personality adjustment, social and emotional issues, and statistics, while it was more on classroom management and exceptional children during this period. From 1983 to the present, the content coverage is spread around learning, development, individual and group differences, motivation and management, teaching methods and assessment. Noticeable change during the period as compared to the previous texts is the less stress placed on testing and intelligence but the stress is more on diversity, constructivism and psychology of school subjects.

Woolfolk Hoy's analysis illustrates the gradual changes that take place in the content of educational psychology in tune with the developments in the field and also the needs of teachers for addressing classroom realities. The current content foci on individual and group differences, motivation and management, diversity, constructivism and psychology of school subjects demonstrate how the emerging ideas in the area of educational psychology are used for the professional training of teachers. It is striking to find that the contents are periodically changed giving weightage to emerging new ideas. When we examine the Indian scene we rarely find either the same form of change or coverage in tune with the changes that are taking place in the subject field. My attempt here is not to glorify the initiatives taken elsewhere, rather, it is to focus on the prevailing weakness in recognizing and providing for developments in theoretical ideas or knowledge base of teacher education.

For instance, the course content in Educational Psychology in teacher education programme is invariably centred around development, classical conditioning, trial and error, operant conditioning, learning by insight, individual differences, transfer of learning and the like. In certain instances the ideas of Piaget or Bruner can be seen. However, explanations of learning from cognitive perspective or constructivism is rarely seen. Ideas of individual differences continue to be woven around traditional views of intelligence and

aptitude. In general, I see that the theoretical knowledge of various constructs are formulated around traditionally held ideas and the new or emerging ideas are rarely given space. There are no specifications on the relevance of such theoretical ideas in explaining teaching or learning or curricula formation, except the provision for 'educational implications' in each component. What I mean is that theoretical structure is built on traditional ideas and **inclusiveness of the emerging ideas becomes an essentiality**. In other words, change perspectives in the theoretical ideas of pedagogy are critical for sustaining quality and development of professionalism (Khader and Panda, forthcoming). For instance, the concept of 'learning' is outlined from behaviouristic tradition focusing on the core aspect of modification of behaviour and the treatment from cognitive perspective does not exist. When one unfolds the concept of learning based on modification of behaviour, we need to move further to the idea of structuring and restructuring of cognitive structures resulting from learner's active processing of information. It means that we need to move beyond behaviouristic tradition by taking note of further developments in the field. Space for emerging ideas in theoretical structures reflects the strength of the curriculum. A related aspect is the **systematic effort to illustrate the utility of the theoretical ideas in finding professional meaning for a teacher**. For instance, grade-I text where concepts and ideas are represented in picture and word forms, is a convenient tool to illustrate how classical conditioning principles operate while preparing the text, teaching and learning in early stages. Such illustrations or outlines help in providing for professionally meaningful transaction of theory.

The second aspect is the **practice component-how the teacher educators practice or transact the structured course**. Even if one formulates a well structured curriculum in tune with the professional needs, the set objectives cannot be attained if the curricula components are not practiced the way they ought to be. If the teacher educators continue to take the road built on knowledge-based discourses, it neither provides for nor cultivates the essentials of professionalism. For instance, my experiences tell that despite formulation of a well structured two-year teacher education course (B.Ed.) with adequate space for theory and practice components, my colleagues continue to perform their professional roles centred around conventional approach (see Khader and Das, 2003). Though there is change in the course structure and the nature of inputs, the corresponding shift expected of teacher educators is yet to become a reality. They continue to remain good at imparting knowledge. For example, while dealing with discovery learning or enquiry or problem solving, they often fail to illustrate or demonstrate how discovery or enquiry or problem solving is conducted. Instead, they prefer a discourse on discovery or enquiry or problem solving approaches. It does not mean that theory is not essential, rather, the point is that besides imparting theory, how the theory is practiced is critically important in professional development programme. Certainly, teacher educators need to shift out of their comfort zones and fine tune their mindset and practice, and set in motion the change process for professional development.

We also need to go further, searching ways to **connect theory and practice during field situation** or internship in teaching. Such an effort is essential for integrating theory and practice within the teacher. For instance, Korthagen and Kessels (1999) point out the need for integration of theory and practice in such a way that it leads to integration within the teacher. Consider the situation, as an instance, where a learner gives a wrong answer to the question- what is the meaning of density ? The teacher reacts by saying, 'that is wrong' and tells the right answer, and proceeds further with the lesson. Korthagen and Kessels use the idea of Gestalt, the principle of closure to interpret the teacher's reaction (the tendency to give the right answer and not to probe into the wrong answer of the learner). Closure implies the tendency to perceive the wholeness of a picture/situation when it is broken or scattered into parts by bridging the gap perceptually. Presenting the right answer by the teacher by ignoring the existing gap in the learner (not knowing the answer), illustrates the principles of closure. The teacher's reaction is also guided by Gestalt - holistic perception of the situation i.e. perception that the learner doesn't do his work, teacher's past experiences with the learner, earlier experiences of the teacher as a student, observation of another teacher how he/she reacts to students, the desire to complete the lessons on time etc. The teacher also forms a schema of the learner – as a poor learner, difficult to make him/her understand, takes time to learn, does not follow the instruction etc. In fact, it is a meaningful action to help student teachers to relate the theory they learned with the actual classroom teaching situations during field situation or internship in teaching. Such an exercise obviously, provides room for nurturing professionalism. Well, it is a task that depends upon the professionalism of teacher educators.

In short, the above discussions outline that we need to strengthen quality in curricula and practice components to provide for professionalism in teacher education. The Government of India has taken several initiatives to ensure quality. We have even multiple models for preparing teachers. However, one year model is common across the nation. The entire teacher education curriculum is woven around theory and practice components. In fact, strength of theory and practice components reflect the road map to professionalism. The strength of theoretical component implies the degree to which the theoretical structure provides space for new ideas or development in the field. Outlining the utility of theoretical ideas in finding professional meaning for a teacher is another aspect that cannot be ignored. Further, the way the teacher educators practice or transact the structured course and finding ways to connect theory and practice during internship in teaching or teaching practice reflect the strength of the practice component.

Foci of the work

The above section maps the picture of prevailing form of teacher education at secondary stage in the country. The picture is formed based on my experience and reflections as a teacher educator. But, is it a reality ? Obviously, I need to get into a data system to sharpen the picture or to redraw the lines to depict the reality. We have multiple models of teacher

education at secondary stage. Two-year and four-year models are limited to a few centres and I do not see multiplication of their numerical strength in the near future. The one-year model (B.Ed) occupies the entire space of teacher training. In fact, the teacher training programme at secondary stage commenced with one-year model and its dominant role is visible even today. My focus here is not on discerning the conditions that favours or promotes the one-year model or to figure out the forces of resistance to change over to two or four-year models. Rather, the focus is on unearthing the realities of prevailing one-year B.Ed curriculum.

Policy makers invariably stress on the need for developing professionalism in teacher training and teaching. The question that comes up is, does one-year programme of teacher education address the concerns raised by the policy makers. Answer to this question can be explored using either of the following two options or both options jointly. First option is analysis of one-year teacher education curriculum, the road map of training inputs. Such an exercise would help in mapping out the nature of inputs that that one envisaged in the teacher training programme. The second option centres on observation of the teacher training programme to gather the specifics of inputs provided during the implementation of the course. It is ideal to use both options – first analyse the curriculum and then observe the training sessions – in the same study. The combined approach would generate a data system on the inputs that are prescribed and also that are provided. However, this work is based on the first option. Through the analysis of one-year teacher education curriculum, efforts are made to map out the inputs that are prescribed for teacher training. In other words, this work examines one-year teacher training curriculum and discerns the patterns of inputs that are envisaged in the preparation of teachers.

Objectives:

The study seeks to address the following objectives:

- * to analyse one-year teacher training curriculum (B.Ed.) and discern the patterns of inputs that are envisaged for imparting training
- * to ascertain the adequacy of such inputs in addressing the professional development needs in teacher training.

Data gathering

The curriculum of one-year B.Ed. was analysed to realize the above objectives. The curriculum is identified in terms of the input components outlined in the syllabus. The study is confined to Eastern Region of India. Using random selection, 12 Universities from the eastern region were chosen for the analysis. They include universities of Assam(Silchar), Dibrugarh and Gauhati from Assam, Universities of Bhagalpur, Magadh and Mithila from Bihar, NEHU from Meghalaya, University of Nagaland from Nagaland, Universities of Sambalpur and Utkal from Orissa, and Universities of Calcutta and Visva Bharati from West Bengal. Prevailing one-year B.Ed. syllabi of these universities were obtained and analysed to reflect on the

prescribed input patterns. The syllabi were analysed by a group of 20 specialists from the field of Education in a workshop mode. Using frequency count and reflective approach contents of each syllabus were analysed. It is specified that all papers in the syllabi could not be analysed due to practical and logistic reasons. The papers subjected to the treatment of analysis consist of 2 Core papers and Teaching Methods of Social Studies, English and Modern Indian Languages- Assamese, Bengali, Hindi, Oriya and Urdu.

The group of specialists analysed each syllabus in terms of :

- * Course structure and weightage-number of papers, core paper, methods, special/ elective, practice teaching, working with community, work experience, and weightage to theory and practice in terms of marks.
- * Practice component with details of teaching practice-teaching subject, duration, lessons per subject, activities to be performed, and the weightage to final lessons and activities.
- * Syllabus content of selected papers- 2 Core papers and Teaching Methods of Social Studies, English and Modern Indian Languages.

The emerging evidences are detailed in the following sections.

Section - 2

Course Structure and Weightage

This section deals with the realities of course structure and weightage of one-year B.Ed. programme of study. Table-1 presents university wise specifics. The picture that emerges from the table is that these universities, whether within the state or across, vary on the number of core papers or electives/special papers. But they all follow the norm of 2 method papers (theory) and practice the same subjects during practice teaching. These universities, except one, consider work experience as an essential component of teacher preparation programme. With regard to the composition of core papers, the minimum is three and maximum is five, while majority, 7 out of 12 universities, prescribe four papers. Working with community assumes significance only in 3 universities.

The data outline that core papers, elective/special papers and methods form the theory component. However, in one case theoretical ideas of work experience is built into the theory component and activities are treated under practicum. Practice component is woven around teaching practice and related activities, sessional work/activities, working with community and work experience. In fact, practice component essentially focuses on teaching practice and activities related to school programme. Table-2 maps the way various activities are structured by these 12 universities. Interestingly, they all insist that the teacher trainees teach two subjects during teaching practice but differ on the duration of teaching practice and the number of lessons per subject that they need to complete during this period. Though duration of teaching practice varies from 4 to 6 weeks, a sizeable number of them stipulates 30 days. However, in one case actual practice in school is only for 20 days. With regard to the lessons per subject, the number varies from 10 to 20, and a good number of these institutions insist on 20 lessons per subject. The list of activities (table-2) mirrors that lesson plan, observation, teaching aids, and work experience are essentialities for teacher trainees in most of these institutions. Well, there exists a choice for other activities.

Weightage in terms of marks accorded to theory and practice, though not unexpected, provides interesting insights into the course structure. The formation of course structure across these universities invariably presents the image of theory dominance. Weightage placed on practice is much less, except Mithila University where theory and practice are given equal weightage – 500 marks each. Weightage, further highlights the evaluation system that is to be practiced. The data (table-1) point out that majority of them, 7 out of 12, follow external examination and internal assessment mechanisms in theory papers. The magnitude of internal assessment in theory papers varies from 10% to 25%. However, all of them follow external and internal assessment while dealing with practice components. For instance, assessment of the final lesson is based on external evaluation but rest of the activities under practicum are assessed through external and internal assessment mechanisms. What is strikingly visible is the reality

TABLE-1

COURSE STRUCTURE AND WEIGHTAGE

PART-I		COUNCIL STRUCTURE AND WEIGHTAGE										total					
sl. no	state	university	core	method	elect/ special	pra. tech	wc	we	weightage					wc	we	number	grade
									Theory		Part of Practical						
									core	method	elect/ spe- cial	pract. final lesson	pract./ sessional				
1.	Assam	Assam(Silchar)	4	2	2	2	*	*	400 (80+20)4	200 (80+20)2	100 (40+10)2	100	200	part of sessional	700	300	
2.		Dibrugarh	3 & Paper-4 Part-A	2		2	*	*	350 (90+10)3 & (45+5)1	200 (90+10)2	50 (45+5)1	100	100	100	600	400	
3.		Gauhati	4	2	1	2	*	*	400 (100)4	200 (100)2	100	100	200	part of sessional	800	200	
4.	Bihar	Bhagalpur	3	2	1	2	*	*	300 (80+20)3	200 (80+20)2	100 (80+20)	200 (100)2	200	part of pract.	1000		
5.		Magadh	4	2		2	*	*	400 (100)4	100 (50)2		200 (100)2	300	part of pract.	1000		
6.		Mithila	4	2		2	*	*	400 (75+25)4	200 (15+5) (30+10)2 (37+13)2		200	200	part of pract.	1000		
7.	Meghalaya	NEHU	4	2	1	2	*	*	400 (80+20)4	200 (80+20)2	100 (80+20)	200 (160+40)	200 (160+40)	part of pract.	700	400	
8.	Nagaland	Nagaland	4	2	2	2	*	*	400 (75+25)4	200 (75+25)2	100 (36+14)2	75	125	part of pract.	900		
9.	Orissa	Sambalpur	3	2	1	2	*	*	300 (100)3	200 (100)2	100	200 (100)2	150 (75+75)	50	1000		
10.		Utkal	5	2		2	*	*	500 (100)5	200 (100)2		200 (100)2	200 (100)2	grade	950		
11.	W. Bengal	Calcutta	4	2	1	2			400 (100)4	200 (100)2	100	200 (100)2	100		1000		
12.		Visva Bharati	3	2	1	2	*	*	350 (80+20)3 & 50 (40+10)	200 (80+20)2	100 (80+20)	200 (100)2	250	part of theory & sessional	1100		

TABLE - 2

TEACHING PRACTICE, PRACTICAL ACTIVITIES & ASSESSMENT

Unit	Assam Unv.	Dibrugarh Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadh Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
	1	2	3	4	5	6	7	8	9	10	11	12
method :												
teaching subject	2	2	2	2	2	2	2	2	2	2	2	2
duration of teaching practice	40 days	30 days	30 days	30 days	30 days	40 days	4 weeks	35 days	6 weeks	6 weeks	30 days	30 days
lesson per subject	20	15	16	20	20	20	20	20	16	15	10	minimum 10 each total 30
activities :												
lesson plan	*	*	*	*	*	*	*	*	*	*	*	*
critical lesson	*			*	*					*		
observation	*	*	*	*	*	*	*	*	*	*	*	*
teaching aid	*	*	*	*	*	*	*	*	*	*	*	*
viva-voce		*		*	*	*	*	*				*
test & interpretation of test results	*	*	*				*	*	*	*	*	*
co-curricular	*	*	*	*			*	*	*	*	*	*
unit plan			*				*					
group discussion			*									
educational survey		*			*		*	*				
case study		*					*	*				
public hygiene & sanitation		*	*				*	*				*
occupational guidance		*					*	*				

Nagaland University : 35 days consist of 20 days teaching practice in school and 15 days micro teaching lessons in the training college

* denotes provision of activities as per the syllabus and the figure in bracket indicates the number of universities covering the activity.

TABLE - 2 **TEACHING PRACTICE, PRACTICAL ACTIVITIES & ASSESSMENT**

Unit	Assam Unv.	Dibrugarh Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadh Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
	1	2	3	4	5	6	7	8	9	10	11	12
method :												
teaching subject	2	2	2	2	2	2	2	2	2	2	2	2
duration of teaching practice	40 days	30 days	30 days	30 days	30 days	40 days	4 weeks	35 days	6 weeks	6 weeks	30 days	30 days
lesson per subject	20	15	16	20	20	20	20	20	16	15	10	minimum 10 each total 30
activities :												
lesson plan	*	*	*	*	*	*	*	*	*	*	*	*
critical lesson	*			*	*		*	*	*	*	*	*
observation	*	*	*	*	*	*	*	*	*	*	*	*
teaching aid	*	*	*	*	*	*	*	*	*	*	*	*
viva-voce		*		*	*	*	*	*				*
test & interpretation of test results	*	*	*				*	*	*	*	*	*
co-curricular	*	*	*	*			*	*	*	*	*	*
unit plan			*				*					
group discussion			*									
educational survey		*			*		*	*				
case study		*					*	*				*
public hygiene & sanitation		*					*	*				
occupational guidance		*					*	*				

Nagaland University : 35 days consist of 20 days teaching practice in school and 15 days micro teaching lessons in the training college

* denotes provision of activities as per the syllabus and the figure in bracket indicates the number of universities covering the activity.

Unit	Assam Unv.	Dibrugadh Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadh Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
	1	2	3	4	5	6	7	8	9	10	11	12
adult literacy	(3)				*		*	*				
school dropouts	(2)						*	*				
juvenile delinquency	(2)						*	*				
sociometric study	(2)						*	*				
study of learning problems	(2)						*	*				
remedial teach.	(2)						*	*				
progra. learning	(2)						*	*				
evaluation	(3)						*	*				
classroom climate study	(2)						*	*				
organisational study of school	(2)						*	*				
sports & games	(2)				*							*
cultural activities	(2)				*							*
critical study of syllabus & text book	(3)		*				*	*				
analysis of school examination :												
- question paper	(2)		*									
- analysis of errors	(1)		*									
lab. practical	(2)	*	*				*	*	*	*		*
work exp./craft	(11)	*	*	*	*	*	*	*	*	*	*	*
practical assessment :												
final lesson (marks)	100	100	100	200	200	200	160	75	200	200	200	200
practicum/sessional (marks)	200	300	200	200	300	200	240	125	150	50 & grade	100	250

Unit	Assam Univ. 1	Dibrugarh Univ. 2	Gauhati Univ. 3	Bhagalpur Univ. 4	Magadh Univ. 5	Mithila Univ. 6	NEHU Univ. 7	Nagaland Univ. 8	Sambalpur Univ. 9	Utkal Univ. 10	Calcutta Univ. 11	Visva Bharati Univ. 12
adult literacy					*		*	*				
school dropouts							*	*				
juvenile delinquency							*	*				
sociometric study							*	*				
study of learning problems							*	*				
remedial teach.							*	*				
progra. learning							*	*				
evaluation							*	*				*
classroom climate study							*	*				
organisational study of school							*	*				
sports & games					*							*
cultural activities					*							*
critical study of syllabus & text book			*				*	*				
analysis of school examination :												
- question paper	*		*									
- analysis of errors			*									
lab. practical		*	*									
work exp./craft	*	*	*	*	*	*	*	*	*	*		*
practical assessment :												
final lesson (marks)	100	100	100	200	200	200	160	75	200	200	200	200
practicum/sessional (marks)	200	300	200	200	300	200	240	125	150	50 & grade	100	250

that though the trainees are required to practice two teaching methods, there are a few universities (4) where the final lesson is based on a lesson from one method paper only. But majority of them, 8 out of 12, require the trainees to deliver two lessons, one from each method.

In short, the data from tables 1 and 2 outline the following patterns.

- * These universities, though vary within and across states on the number of core papers or electives/special papers, invariably follow the norm of two method papers and practice the same subjects during practice teaching.
- * These institutions insist that the teacher trainees teach two subjects during teaching practice. But they differ on the duration of teaching practice and the number of lessons per subject.
- * Among the activities, lesson plan, observation, teaching aids and work experience form the essentialities for the teacher trainees.
- * Formation of course structure across these universities invariably presents the image of theory dominance. Weightage placed on practice is much less.
- * Assessment of theory papers is guided by external examination and internal assessment mechanisms in majority cases. However, all of them rely on both external and internal assessments while dealing with practice components.
- * Teacher trainees are invariably required to choose and practice two teaching methods. Though majority of these institutions insist on delivery of final lessons on two teaching methods, there are a few some which require only a single lesson from one method paper during the final lesson.

Section - 3

Core Papers

This section focuses on core papers. The papers constituting the core component in these universities vary from 3 to 5 (see table-1). Considering the differences in the number of core papers and the difficulties in the treatment of such divergent papers, we chose two papers, Paper-I dealing with Philosophical and Sociological Principles and ideas and the other, Paper-2, on the principles and ideas of Educational Psychology to reflect on the core component.

Table-3 depicts the prevailing nature of paper-I in terms of title, no. of units, marks—external examination and internal assessment, and objectives whether stated or not. Titles read as Education in Emerging India, Education in Emerging Indian Society, Teacher and Education in Emerging Indian Society, Philosophical and Sociological Foundations of Education, Philosophical and Sociological Foundations of Education, and School Organization, Principles of Education and Sociological Foundation of Education, Principles of Education and Curriculum Studies, and Principles and Practice of Education. It is neither academically nor logically sound to expect the same title across universities. Academic pursuit invariably encourages multiple views. What is striking is the fact that the academics (teacher educators) differ considerably in articulating the connections between education and society and the practices as well, through meaningful engagement of principles emanating from Philosophical and Sociological perspectives. For instance, titles such as Philosophical and Sociological Foundation of Education, and Principles of Education and Educational Sociology, or Education in Emerging Indian Society, and Teacher education in Emerging Indian Society illustrate this point. Such differences can be seen in Universities within the same state. A look at the units reveals that it varies from 5 to 14(9+5). Majority of them (7 out of 12) follow internal assessment varying from 10 to 25 marks along with external examination. Five of them prefer only external examination in assessing the candidates. A few of them find meaning in stating the objectives of the paper in the syllabi.

The emerging pattern suggests that teacher educators differ in articulating the connections between Education and Society, and the practices through engagement of philosophical and Sociological principles. Sharp differences are visible in the number of units the paper consists of and in the form of evaluation. While a sizeable number follows external examination and internal assessment, for a less number, external examination is the convenient form of evaluation.

Table-4 maps out the content coverage of paper-I. The analysis is based on frequency count, implying the number of universities covering a given content component in their syllabi. For instance, the content component, our heritage indicating our common cultural heritage and related aspects with a frequency (6) implies inclusion of this component in six universities.

TABLE-3

PAPER - I

sl. no	state	university	title of the paper	units	marks			statement of objectives
					external	internal	total	
1.	Assam	Assam(Silehar)	Education in Emerging Society	7	80	20	100	stated
2.		Dibrugarh	– Education in Emerging India (emerging India Sect. - I and education & society - Sect.-II)	10	90	10	100	not stated
3.		Gauhati	Philosophical and Sociological Foundation of Education	7	100		100	not stated
4.	Bihar	Bhagalpur	Philosophical and Sociological Foundation of Education (A) and School Organisation (B)	6	80	20	100	not stated
5.		Magadh	Principles of Education and Educational Sociology (treated as paper - 3)	8	100		100	not stated
6.		Mithila	Philosophical (A) and Sociological Foundation of education (B)	9	75	25	100	not stated
7.	Meghalaya	NEHU	Education in Emerging India	10	80	20	100	not stated
8.	Nagaland	Nagaland	Education in Emerging Indian Society	8	75	25	100	not stated
9.	Orissa	Sambalpur	Education in Emerging Indian Society	6	100		100	stated
10.		Utkal	Teacher and Education in Emerging Indian Society	5	100		100	not stated
11.	W. Bengal	Calcutta	Principles of Education and Curriculum Studies	7	100		100	not stated
12.		Visva Bharati	Principles and practice of education	9	80	20	100	stated

TABLE-3

PAPER - 1

sl. no	state	university	title of the paper	units	marks		statement of objectives
					external	internal	
1.	Assam	Assam(Silchar)	Education in Emerging Society	7	80	20	100 stated
2.		Dibrugarh	– Education in Emerging India (emerging India Sect. - I and education & society - Sect.-II)	10	90	10	100 not stated
3.		Gauhati	Philosophical and Sociological Foundation of Education	7	100		100 not stated
4.	Bihar	Bhagalpur	Philosophical and Sociological Foundation of Education (A) and School Organisation (B)	6	80	20	100 not stated
5.		Magadh	Principles of Education and Educational Sociology (treated as paper - 3)	8	100		100 not stated
6.		Mithila	Philosophical (A) and Sociological Foundation of education (B)	9	75	25	100 not stated
7.	Meghalaya	NEHU	Education in Emerging India	10	80	20	100 not stated
8.	Nagaland	Nagaland	Education in Emerging Indian Society	8	75	25	100 not stated
9.	Orissa	Sambalpur	Education in Emerging Indian Society	6	100		100 stated
10.		Utkal	Teacher and Education in Emerging Indian Society	5	100		100 not stated
11.	W. Bengal	Calcutta	Principles of Education and Curriculum Studies	7	100		100 not stated
12.		Visva Bharati	Principles and practice of education	9	80	20	100 stated

TABLE-4

PAPER-1 ANALYSIS OF COURSE CONTENT

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
-- our heritage : our common cultural heritage - its compositness, unity, richness & continuity (6)	*	*	*				*	*			*	
-- our philosophical traditions : (2)							*	*				
- central teaching of Indian philosophy (2)							*	*				
- ethics & epistemology (4)		*		*			*	*				
-- western philosophical schools & their impact on Indian education (1)		*										
-- idealism (8)		*	*	*	*	*	*		*		*	
-- naturalism (8)		*	*	*	*	*	*		*		*	
-- pragmatism (8)		*	*	*	*	*	*		*		*	
-- realism (3)		*	*	*			*					
-- marxism (1)												*
-- contemporary scene : Indian social system : (3)			*				*	*				
- its structure (3)		*					*	*				
- class, caste (2)							*	*				
- stratification (2)							*	*	*			
- mobility (3)							*	*	*			
-- social, political, technological forces acting on the society (4)		*					*	*	*			
-- emerging feature (3)		*					*	*				
-- India towards modernization (5)	*	*	*				*	*		*		
-- attributes & demands of modernization (5)	*	*					*	*	*			
-- constitution of India : (6)	*	*	*				*	*	*			
- value of democracy (5)	*	*	*				*	*				
- value of socialism (6)	*	*	*				*	*				
- value of secularism (5)	*	*	*				*	*				*
-- rights & obligations (3)			*				*	*				

Note: Figure in the bracket indicates the frequency of emergence implying the number of universities covering the component.

Unit	Assam Unv.	Dibrugath Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadh Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
	1	2	3	4	5	6	7	8	9	10	11	12
— emerging directions							*	*				
— modernization & futurology and education	*	*			*	*	*	*	*	*	*	
— meaning of education		*	*				*	*	*	*	*	
— aims of education		*	*	*	*	*	*	*	*	*	*	
— factors influencing aims of education	*	*	*				*	*	*	*	*	
— philosophical aims of education	*	*	*				*	*	*	*	*	
— socio-cultural aims of education	*	*	*				*	*	*	*	*	
— political & economic aims of education	*	*	*				*	*	*	*	*	
— aims of education in modern India	*	*					*	*				
— aims of education in modern world	*	*					*	*				
— aims of education of different countries		*										
— our educational heritage	*	*	*		*		*	*				
— education in ancient India	*	*	*		*	*	*	*				
— education in medieval India	*	*	*		*	*	*	*				
— education in colonial/modern India	*	*			*	*	*	*				
— education and national development		*	*				*	*				
— efforts for educational reconstruction		*	*				*	*				
— education in 5 year plans		*					*	*				
— education & human resources development		*					*	*			*	
— evolution of the national system of education		*	*				*	*		*		
— recommendation of the secondary education commission	*	*	*		*		*	*		*	*	
— recommendation of indian education commission	*	*		*	*	*	*	*	*	*	*	
— national policy on education	*	*	*		*	*	*	*	*	*	*	

Unit	Assam Univ. 1	Dibrugath Univ. 2	Gauhati Univ. 3	Bhagalpur Univ. 4	Magadh Univ. 5	Mithila Univ. 6	NEHU Univ. 7	Nagaland Univ. 8	Sambalpur Univ. 9	Utkal Univ. 10	Calcutta Univ. 11	Visva Bharati Univ. 12
- education and social change : - meaning - factors influencing - role of education in promoting social change (9) (6) (4) (8)	*	*	*				*	*	*	*	*	*
- meeting the educational needs of special groups : - S.C. - S.T. - women - disabled (5) (5) (5) (5)	*	*	*		*		*	*	*	*		*
- promoting equality of educational opportunity (4)		*	*				*	*	*	*		
- environment - state of the environment - global - local (4) (3) (2) (2)		*	*				*	*	*	*		
- causes of environmental degradation/pollution (4)		*	*				*	*	*	*		
- environment & development (2)		*	*				*	*	*	*		
- conservation & protection of environment (3)		*	*				*	*	*	*		
- role of individual & society in protecting environment (2)		*					*	*	*	*		
- learning to live in harmony with nature (2)		*					*	*	*	*		
- population education (3)		*					*	*	*	*		
- dealing with the explosion (1)		*					*	*	*	*		
- understanding the phenomenon (1)		*					*	*	*	*		
- population & development (2)		*	*				*	*	*	*		
- population & environment (1)		*					*	*	*	*		
- population & quality of life (3)		*	*				*	*	*	*		
- factors promoting population growth (2)		*	*				*	*	*	*		

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
	1	2	3	4	5	6	7	8	9	10	11	12
- population & small family norm		*	*		*		*					
- concept of population education		*	*									
- practice of population education		*	*									
- population & economy					*							
- school - community relationship										*		
- concept of education	*		*	*			*			*		
- scope of education	*										*	
- constitutional provisions relating to education	*											
- education in 21 st century	*								*			
- contribution of great educators												
- J. J. Rousseau	*			*	*	*			*		*	
- R. N. Tagore	*			*	*	*			*		*	
- M. K. Gandhi	*		*	*	*	*			*		*	
- G. Dewey	*			*	*	*			*		*	
- J. F. Herbart				*	*	*					*	
- Bertrand Russell					*	*					*	
- Froebel				*	*	*					*	
- Pestalozzi				*	*	*					*	
- Vivekananda				*	*	*		*				
- Montessori				*	*	*						
- Aurobindo				*	*	*						
- Vinod Bhave						*						
- modes of education :												
- formal	*			*		*						
- informal	*			*		*						
- non-formal	*			*		*						

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
	1	2	3	4	5	6	7	8	9	10	11	12
- vocationalisation of education	(2)								*	*		
- vocationalisation of secondary education	(1)									*	*	
- universalisation of elementary education	(1)								*			
- qualitative improvement of secondary education	(1)											
- education as acquisition of knowledge	(1)											
- education as adjustment and self activation	(1)											
- freedom and discipline	(1)											
- organisation of education	(1)											
- school climate	(1)											*
- classroom climate	(1)											*
- classification of pupils	(1)											*
- time table construction	(1)											*
- dynamic methods of teaching	(1)											*

across universities (frequency count 5 or more) consist of meaning and aims of education including philosophical, socio-cultural, political and economic aims, our common cultural heritage, education in ancient, medieval, colonial and modern India, influence of western philosophical thought on Indian education, contributions of great educators, constitutional provisions, evolution of a national system of education, commissions on education, national policy on education, education and social change, modernization, educational needs of special groups, value education, education and national integration, curriculum principles and international understanding. A few of them try to treat the themes – teaching, role of teacher in Indian cultural heritage, education as investment or emerging concerns like population education, environmental education, vocationalisation of education, universalisation of elementary education, education for peace, quality in education etc. What appears is that several components are formulated under paper-1. In one university school organization becomes part of Paper - 1.

In fact, Paper-1 is invariably considered as a source for providing the theoretical ideas rooted on philosophical and sociological principles of education where the interconnections between education and society, and their developments become the core concern. Such the oretical ideas should pave the way for the trainees to use such ideas for interpreting the schooling process and related phenomena. The emerging issues as well in the field of education (e.g. education of the girl child, vocationalisation etc.) become critical points for reflection based on such theoretical ideas. But the way the components are structured indicates a fragmented and isolated presentation of philosophical and sociological perspectives. It implies that these institutions continue with the conventional approach in the formulation of course content. There is no evidence to indicate the accommodation of emerging theoretical positions in explaining educational phenomena in a society. Many of these institutions neither adequately cover the emerging issues nor show any evidence to illustrate the use of theoretical ideas in the discourse on emerging concerns. In fact, titles of paper-I too reflect the conventional format and obviously, the thinking of the teacher educators too.

Paper-2 deals with psychological principles. Table-5 presents the structure of the course. Though it is not unusual to find differences in the title of the paper, majority of these universities maintain the title, 'Educational Psychology'. In one case the title reads as 'Psychology of Teaching and Learning'. In three cases, while one includes elementary educational statistics in the title, another adds measurement and guidance along with educational psychology and the third has educational measurement besides psychological foundations of education. Differences in the number of units are quite visible. Majority of the universities, 7 out of 12, follow internal assessment besides external examination. Among them, only three universities take care to spell out the objectives of the course. The emerging picture is that these universities continue with the conventional label of the paper. They differ on the

TABLE-5

PAPER - 2

sl. no	state	university	title of the paper	units	external	marks		statement of objectives
						internal	total	
1.	Assam	Assam(Silchar)	psychology of teaching and learning	9	80	20	100	stated
2.		Dibrugarh	educational psychology	6	90	10	100	not stated
3.		Gauhati	psychological foundations of education	10	100		100	not stated
4.	Bihar	Bhagalpur	educational psychology (A) and elementary educational statistics (B)	10	48	20	100	not stated
5.		Magadh	educational psychology, measurement and guidance	7	32			
6.		Mithila	psychological foundations of education and educational measurement	10	100		100	not stated
7.	Meghalaya	NEHU	educational psychology	16	75	25	100	not stated
8.	Nagaland	Nagaland	educational psychology	6	80	20	100	not stated
9.	Orissa	Sambalpur	educational psychology	6	75	25	100	not stated
10.		Utkal	educational psychology	6	100		100	stated
11.	W. Bengal	Calcutta	educational psychology	5	100		100	not stated
12.		Visva Bharati	educational psychology	5	100		100	not stated
				7	80	20	100	stated

TABLE-6

PAPER-2 ANALYSIS OF COURSE CONTENT

Unit	Assam Unv.	Dibrugah Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadha Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
	1	2	3	4	5	6	7	8	9	10	11	12
-- introduction :												
- meaning, nature, aims & scope of educational psychology (12)	*	*	*	*	*	*	*	*	*	*	*	*
- relevance & importance of educational psychology (11)	*	*	*	*		*	*	*	*	*	*	*
- methods of study in educational psychology (9)		*	*			*	*	*	*	*	*	*
- concept of growth & development (7)		*		*		*		*	*	*		*
-- human development :												
- stages (8)	*	*	*				*	*	*	*	*	*
- adolescence development (9)	*	*				*	*	*	*	*	*	
- needs (5)			*					*	*	*	*	
- characteristics & tasks (7)		*	*	*				*	*	*	*	*
- factors influencing development (10)	*	*		*	*		*	*	*	*	*	*
- heredity & environment (10)	*	*		*	*		*	*	*	*	*	*
-- areas of development												
- physical (8)	*			*		*	*	*	*	*	*	*
- cognitive (9)	*	*		*		*	*	*	*	*	*	*
- emotional (10)	*	*		*	*	*	*	*	*	*	*	*
- social (10)	*	*		*	*	*	*	*	*	*	*	*
- moral (7)	*	*		*		*	*	*	*	*	*	*
- language (4)		*		*		*	*	*	*	*	*	*
- slow learner (1)		*		*		*	*	*	*	*	*	*
- gifted (1)		*		*		*	*	*	*	*	*	*
- socialization (3)				*			*	*	*	*	*	*
-- role of teacher in facilitating development (2)				*				*	*	*	*	*

Note : Figure in the bracket indicated the frequency of coverage implying the number of universities covering the component.

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
	1	2	3	4	5	6	7	8	9	10	11	12
-- learner as an individual (9)		*	*	*	*	*	*	*	*	*		
-- understanding individual differences :												
- meaning & significance (9)	*	*	*	*		*	*	*	*	*		
- causes/factors (6)	*	*				*	*		*	*		
- areas of individual differences (5)		*					*		*	*		*
(interest, aptitude, attitude, aspiration, achievement)												
-- meaning, nature, & measurement of intelligence & theories (10)	*	*	*		*	*		*	*	*	*	*
-- educational significance of intelligence tests (7)	*							*	*	*		*
-- meaning & nature of creativity (7)	*	*	*					*	*	*		*
-- promoting creativity (6)	*						*	*	*	*		*
-- learning												
- concept of learning (12)	*	*	*	*	*	*	*	*	*	*	*	*
- principles of learning (10)	*	*	*	*	*	*	*	*	*	*	*	*
- learning & maturation (9)	*	*	*	*	*	*	*	*	*	*	*	*
- factors influencing learning (7)	*	*	*	*	*	*	*	*	*	*	*	*
- learning of skills (5)		*	*	*	*	*	*	*	*	*	*	*
- concepts & principles of thinking (6)		*	*	*	*	*	*	*	*	*	*	*
- reasoning & problem solving (7)		*	*	*	*	*	*	*	*	*	*	*
- creative learning (3)		*	*	*	*	*	*	*	*	*	*	*
- motivation & learning (12)	*	*	*	*	*	*	*	*	*	*	*	*
- transfer of learning (10)	*	*	*	*	*	*	*	*	*	*	*	*
- mastery learning (3)	*	*	*	*	*	*	*	*	*	*	*	*
- theories (12)	*	*	*	*	*	*	*	*	*	*	*	*
- school factors (5)		*	*	*	*	*	*	*	*	*	*	*
- home factors (4)		*	*	*	*	*	*	*	*	*	*	*
- remembering & forgetting (4)		*	*	*	*	*	*	*	*	*	*	*
-- teacher effectiveness												
- concept & characteristics (1)												
- core teaching skills (1)												

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadha Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
	1	2	3	4	5	6	7	8	9	10	11	12
- teacher as a leader (1)										*	*	*
- mental health of teacher & child (4)												
- problem behaviours of children (1)												
- education of exceptional children												
- disadvantaged/backward (1)												
- handicapped (2)												
- mentally retarded (2)												
- gifted & talented (4)	*								*			
- behaviour disordered problem child (2)												
- emotionally disturbed (2)												
- slow learner (2)												
- learning disabled (1)												
- educational statistics												
- frequency distribution (6)												*
- graphic presentation (6)												*
- measures of central tendency (6)												*
- variability (4)												*
- normal probability curve (1)												*
- standard score (3)												*
- rank order correlation (4)												*
- educational measurement & evaluation												*
- concept (2)	*											*
- types of evaluation (3)	*											*
- test & test scores (4)	*											*
- intelligence (2)												*
- achievement (2)												*
- behavioural objectives (1)			*									*
- teaching-learning process (1)												*

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
	1	2	3	4	5	6	7	8	9	10	11	12
-- personality												
- concept, structure, types & traits	*	*	*	*	*	*	*	*	*			*
- factors affecting personality	*	*	*	*	*	*	*		*			*
- assessment	*	*	*	*	*	*	*	*	*			*
- group behaviour	*		*									
- class room group dynamics	*		*									
- adjustment mechanisms	*	*	*				*	*	*			*
- maladaptive behaviour		*	*					*	*			*
- delinquency												
-- educational guidance												
- guidance & adjustment					*	*						*
- personal social guidance					*							*
- guidance of exceptional children					*							
- techniques of case studies						*						

number of content units. Though majority of them follow the evaluation based on external examination and internal assessment, only three of them care to specify the objectives of the course.

Table-6 presents interesting insights into the content coverage in paper-2. The focus of the paper is centred essentially on the knowledge base of educational psychology. These universities, in general, lay stress on the content component (frequency count is either 5 or more) – introduction of educational psychology, growth and development, learner as an individual, individual differences, intelligence and creativity, learning, personality and educational statistics. Introductory part is constructed around meaning, nature, aims, scope, relevance and methods of study in educational psychology. Development, obviously, is treated centring on concept, stages, needs, characteristics and tasks, factors influencing development, heredity and environment and areas of development. Individual differences are unfolded through meaning and significance, causes and areas of individual differences. The key components of learning traverse through concepts, principles, factors, learning and maturation, thinking, reasoning, and problem solving, motivation and learning, transfer of learning, theories and school factors. Personality is outlined through concept, structure, type and traits, factors affecting personality, assessment and adjustment mechanisms. Among them, 6 universities provide educational statistics as part of the course. A few have content components on measurement and evaluation, and educational guidance. Components such as teacher effectiveness, mastery learning, remembering and forgetting etc. are not that common in these institutions.

The thrust most of these universities place is on introductory ideas of educational psychology, developmental aspects, individual differences, learning personality and educational statistics. Outlines of these components indicate the image of conventional approach implying that these components are formulated based on traditionally held principles and ideas of educational psychology. It means that these components do not reflect the inclusiveness of emerging or current perspectives. For instance, learning continues to be treated from a behaviouristic perspective. Emerging ideas of cognitive perspective – constructivism, reflective thinking etc. do not find a meaningful space. The same is true with other components related to development, individual differences, personality, exceptional children, etc. In fact, the components should reflect how the study of these ideas would facilitate the trainee to develop as a professional teacher to address the concerns related to construction of ideas of instruction and learning, designing instruction, providing for learning, setting the learning process in tune with learner needs, management of classroom process or schooling system, dealing with diverse cultural groups and the like. What is striking is the fact that we need to shift out of the conventional format of the content and move towards emerging new ideas in the field, if the concern is to prepare professional teachers.

Emerging evidences from the two core papers indicate that while sharp differences can be seen in the way paper-I is titled, such differences in the title are much less in Paper-2 across these Universities. However, a conventional pattern can be seen in framing the title whether it is Paper-I or Paper-2. Sharp differences across universities are also visible in the number of units constituting each of these papers. Universities which prescribe external examination and internal assessment follow the same mode of evaluation in both papers. Content components, whether Paper-1 or Paper-2, reveal that these institutions follow a conventional approach in the formulation of course content. There is no evidence to indicate that Paper-1 provides for accommodation of emerging theoretical positions in explaining educational phenomena in society. There is less evidence to illustrate adequate coverage of the emerging issues or use of theoretical ideas in the discourse in emerging concerns. The content components of Paper - 2 too are formulated based on a conventional perspective and do not provide space for inclusiveness of emerging or current perspectives. It is imperative that we need to shift out of conventional format of the course content and move to accommodate the emerging new ideas in the field, if the concern is to prepare professional teachers. The prevailing patterns reflect the thinking of teacher educators, and obviously, they need to move out of their comfort zones. Possibly, change in their mindsets will be a welcome move in this direction.

Section-4

Methods of Teaching

This section examines the prevailing patterns of subject specific methods of teaching. Method of teaching- Social studies/Social Sciences is outlined first, followed by English, and thereafter the section focuses on Modern Indian Languages.

Table-7 presents the course structure of Method of Teaching Social Studies/Social Sciences. The paper finds space in the syllabi of 7 universities. Of the seven, four universities have the same title – Teaching of Social Studies and the rest differ. Differences in content units are clearly visible. Five universities follow external examination and internal assessment for the evaluation of the paper. It appears that universities which have accepted external examination and internal assessment as the mode of evaluation follow the same in core papers and the method papers as well. Except one, the rest do not state the objectives of the course in the syllabi.

Table-8 depicts the content components. The components reflect the thrust placed on pedagogy. A few of them give space for content to a certain extent. The components of pedagogy are evolved around meaning, aims and objectives of teaching social studies, curriculum construction, social studies teacher, methods of teaching social studies, instructional materials, teaching aids, social science resource centre, evaluation, transactional objectives leading to lesson plan and unit plan, and organization of practical activities. The way the components are structured gives the image of conventional approach in the formulation of components of pedagogy. For instance, quite often the component on teaching aids is dealt through the concept, different forms, uses and preparation. In fact, teaching aids are rooted on the schema theory and providing such theoretical base does facilitate the teacher trainees to gain independence in assessing or reflecting on their own creations of aids in terms of functional quality in attaining the objectives which does not find any space. In short, differences on the structural part of the syllabi can be seen across universities. Content components outline the prevailing conventional approach in the formulation of components.

Method of Teaching English is offered in all these institutions. Table-9 details the course structure. The data tell that these universities differ on the title of paper, units, mode of evaluation – provision of external examination and internal assessment or only external examination- and inclusion of objectives in the syllabi. Certainly, the title reflects the thinking of teacher educators.

A close look at Table-10 gives an impressive list of components. They cover both pedagogy and content dimensions. However, the weightage given to content appears to be much less. The list of components consists of content from school text, vocabulary, role of English in Indian context, behaviouristic and cognitive perspectives of English language teaching, aims and objectives of teaching English, methods and techniques of teaching English, language skills,

TABLE -7

METHOD OF TEACHING – SOCIAL STUDIES/SOCIAL SCIENCES

sl. no	state	university	title of the paper	units	marks			statement of objectives
					external	internal	total	
1.	Assam	Assam(Silchar)	Teaching of Social Studies/Social Science	13	80	20	100	stated
2.		Dibrugarh	Teaching of Social Studies	6	90	10	100	not stated
3.		Gauhati	Teaching of Social Studies	8	100		100	not stated
4.	Bihar	Bhagalpur	- NA -					
5.		Magadh	- NA -					
6.		Mithila ¹	Methodology of school teaching subjects – Social Studies	10	30	10	40	not stated
7.	Meghalaya	NEHU	Teaching of Social Studies	9	80	20	100	not stated
8.	Nagaland	Nagaland	Teaching of Social Science	9	75	25	100	not stated
9.	Orissa	Utkal	Content-cum-Methods of Teaching Social Studies	5	100		100	not stated
10.		Sambalpur	- NA -					
11.	W. Bengal	Calcutta	- NA -					
12.		Visva Bharati	- NA -					

1. In Mithila University methodology consists of two methods of 40 (30+10) marks each and general principles & methodology of teaching for 20 marks (15+5), total 100 marks.

Each method has a separate paper on content for 50 (37+13) marks

TABLE- 8

ANALYSIS OF COURSE CONTENT -- SOCIAL STUDIES/SOCIAL SCIENCE

Unit	Assam Univ.	Dibrugadh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
- meaning & scope of social studies/social science	1	2	3	4	5	6	7	8	9	10	11	12
- aims and objectives of teaching social studies : - its relationship with other subjects	*	*	*			*	*	*		*		
- curriculum construction in social studies	*	*	*			*	*	*		*		
- social studies teacher : - personal and professional qualities	*						*	*				
- methods of teaching social studies, lesson planning, methods of teaching	*						*	*				
- instrumental materials - textbooks, reference books, hand books, community resources	*	*	*			*	*	*		*		
- teaching aids - documents, audio visuals	*	*	*			*	*	*		*		
- evaluation in teaching social studies	*	*	*			*	*	*		*		
- social science resource centre - library, clubs, museums	*	*	*			*	*	*		*		
- transactional objectives - concepts of lesson plan, unit plan	*	*					*	*				
- organization of practical activities	*						*	*				
- indus valley civilization, buddhism, jainism, impact of islam	(1)											
- freedom struggle in India - Mahatma Gandhi	(2)					*						
- socio-economic problems - planning in India, socialistic pattern of society	(3)		*							*		
- Indian constitution, foreign policy of India	(2)									*		
- map reading skills	(1)									*		
- national integration, international understanding	(2)		*							*		
- some important revolutions	(2)		*							*		
- modern science & technology	(2)		*							*		
- Indian heritage	(1)		*							*		

Note : Figure in the bracket indicates the frequency of coverage implying the number of universities covering the component.

TABLE-9

METHOD OF TEACHING-ENGLISH

sl. no	state	university	title of the paper	units	marks		statement of objectives
					external	internal	
1.	Assam	Assam(Silchar)	teaching of english as second language	10	80	20	100 stated
2.		Dibrugarh	teaching of english	6	90	10	100 not stated
3.		Gauhati	teaching of english	6	100		100 not stated
4.	Bihar	Bhagalpur	english method	13	80	20	100 not stated
5.		Magadh	english teaching	10	100		100 not stated
6.		Mithila ¹	a) general principles & methods of teaching b) methodology of school teaching subject- english	4 9	15 30	5 10	60 not stated
7.	Meghalaya	NEHU	teaching of english	3	80	20	100 not stated
8.	Nagaland	Nagaland	teaching of english	8	75	25	100 not stated
9.	Orissa	Sambalpur	content-cum methodology of teaching english	15	100		100 stated
10.		Utkal	content-cum methodology of teaching english	5	100		100 not stated
11.	W. Bengal	Calcutta	content-cum methodology of teaching english	9	100		100 not stated
12.		Visva Bharati	method of teaching english	22	80	20	100 stated

1. In Mithila methodology consists of two methods of 40 (30+10) marks each and general principles & methodology of teaching for 20 marks (15+5), total 100

TABLE - 10

ANALYSIS OF COURSE CONTENT - ENGLISH

Unit	Assam Univ. 1	Dibrugarh Univ. 2	Gauhati Univ. 3	Bhagalpur Univ. 4	Magadh Univ. 5	Mithila Univ. 6	NEHU Univ. 7	Nagaland Univ. 8	Sambalpur Univ. 9	Utkal Univ. 10	Calcutta Univ. 11	Visva Bharati Univ. 12
- elements of phonetics												
- the sounds of english	(10) *	*	*	*	*		*	*	*	*		*
- stress	(8) *	*	*	*			*	*	*	*		
- rhythm	(6) *	*	*				*	*	*	*		
- intonation	(7) *	*	*	*			*	*	*	*		
- phonetic transcription (speech mechanism)	(7) *						*	*	*	*	*	
- use of pronouncing dictionary	(8) *	*	*				*	*	*	*	*	*
- written english												
- principles of para construction	(6) *	*	*				*	*			*	*
- varieties of written english	(2) *	*					*	*	*		*	*
- narrative	(2) *	*					*	*	*			
- descriptive	(2) *	*					*	*	*			
- expository	(2) *	*					*	*	*			
- official & personal letters	(7) *	*	*				*	*	*	*	*	*
- reports/essay/article	(6) *	*	*				*	*	*	*	*	*
- selected essential areas of english grammar based on the english syllabus	(8) *	*	*		*		*	*	*	*	*	*
- study of teaching items prescribed for classes IV - X	(4) *	*	*				*	*	*	*	*	*
- vocabulary	(3) *	*	*		*				*	*		*
- study of a few selected poems suitable for high school classes	(1) *						*					
- the role of english in the present day educational context in India	(9) *	*	*	*			*		*	*	*	*

Note : Figure in the bracket indicates the frequency of coverage implying the number of universities covering the component.

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
	1	2	3	4	5	6	7	8	9	10	11	12
– the aims, objectives & principles of teaching english in Indian schools (10)	*	*	*	*	*	*	*		*	*	*	
– learning the mother tongue and learning another tongue (6)			*	*			*	*	*			
– appropriate stage for beginning to teach english as a 2 nd language (4)				*			*	*				*
– principles and problems of learning/teaching english as a second language (11)	*	*		*	*	*	*	*	*	*	*	*
– translation method (8)		*	*				*	*	*	*	*	*
– direct method (4)		*					*			*		
– Dr. Wests' method (1)							*					
– the structural approach and its application in the classroom (11)	*	*	*		*	*	*	*	*	*	*	*
– situational teaching (7)	*	*	*		*	*	*				*	
– language errors, their sources & causes (1)							*					
– techniques : (5)	*		*				*	*				*
– the teaching of listening & speaking skills (2)							*					*
– giving pupils practice in listening and comprehension (4)					*		*	*	*			
– representation of English speech sounds in meaningful sequences (6)				*		*	*	*	*	*	*	*
– teaching of reading skills (8)	*	*	*				*	*	*	*	*	*
– loud reading and silent reading (4)		*	*				*	*	*	*	*	*
– speed reading and comprehension (6)		*	*				*	*	*	*	*	*
– obstacles to efficient reading (6)	*	*	*		*		*	*	*	*	*	*
– intensive reading vs extensive reading (5)	*	*	*				*	*	*	*	*	*
– teaching the prose text (6)		*	*				*	*	*	*	*	*
– teaching the supplementary readers							*	*	*	*	*	*

Unit	Assam Univ. 1	Dibrugarh Univ. 2	Gauhati Univ. 3	Bhagalpur Univ. 4	Magadh Univ. 5	Mithila Univ. 6	NEHU Univ. 7	Nagaland Univ. 8	Sambalpur Univ. 9	Utkal Univ. 10	Calcutta Univ. 11	Visva Bharati Univ. 12
- the four language skills	(6)	*	*	*		*				*	*	
- the teaching of writing skills	(3)	*	*	*								
- controlled and free composition	(7)	*				*	*	*	*	*		
- teaching the mechanics of writing	(5)	*	*				*	*	*	*		
- handwriting	(3)	*	*				*	*	*	*		
- correction work	(3)	*					*	*	*	*		
- teaching poetry	(3)	*				*	*	*	*	*		
- aims of teaching poetry in a second language course	(4)	*				*	*	*	*	*		
- audio visual aids in language teaching	(6)	*	*		*		*	*	*	*		
- illustrations in the books	(6)	*	*				*	*	*	*		
- the blackboard and how to use it	(4)	*	*				*	*	*	*	*	
- use of easily available and inexpensive materials as classroom aids	(2)		*				*		*	*		
- bringing radio lessons and community broadcasts to the classroom	(5)		*				*		*	*		
- lesson planning	(8)	*	*	*			*	*	*	*	*	*
- identifying the objectives of a lesson	(7)	*	*	*			*	*	*	*	*	*
- describing the techniques of presentation	(8)	*	*	*			*	*	*	*	*	*
- materials for practising the newly learnt vocabulary, structures etc.	(2)		*				*	*	*	*	*	
- providing for testing and remedial teaching	(2)						*	*	*	*	*	

Unit	Assam Unv.	Dibrugah Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadh Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
	1	2	3	4	5	6	7	8	9	10	11	12
- unit plans	*	*						*				*
- structure of english					*							
- new directions in evaluation	*	*	*	*	*	*	*	*	*	*		
- continuous and comprehensive evaluation		*	*									
- review of existing tests	*	*	*				*	*	*	*		
- examination patterns							*					
- qualities of a good test in english	*	*	*				*	*	*	*	*	
- construction of objective based test items in english	*	*	*				*	*	*	*	*	
- unit test		*					*	*	*	*		
- word order					*							
- communicative approach	*	*	*						*		*	*
- syllabus study, text study		*									*	
- elementary linguistics and the use of linguistics in english language teaching										*		
- co-curricular activities for learning english									*			
- organization & equipments in teaching of english				*								
- nature of language and language teaching		*										
- behaviouristic & cognitivist views		*										*
- development of literary appreciation												*
- the english teacher's personality												

remedial teaching, evaluation, communicative approach and syllabus study. Though components are fairly wide, a critical look reveals that the components are following conventional approach which does not provide space for emerging trends in of English. It appears that oral aspect of teaching English is more theory oriented. The practical component is given inadequate attention. The picture that emerges is that components are formulated based on a conventional form of thinking which is refocused to accommodate the emerging trends in English language teaching.

This part deals with the method of teaching – modern Indian languages. Table-12 presents the course structure. The table indicates the title of the paper, content units, examination and whether the paper specifies objectives or not. The data in the table indicate that the same paper (e.g. methods of teaching Bengali) differs across universities where it is offered. Likewise, the units too differ. Universities which follow both external examination and internal assessment as the model of evaluation adopt the same in methods paper also. Among them, three universities continue to specify the objectives of the course in the syllabus.

Tables-12 to 16 detail the content components of specific methods of teaching. Table-12 presents the content components of methods of teaching Assamese. The components cover teaching of mother tongue (Assamese) in terms of objectives, phonetics, insight into thought and communication, principles of teaching and learning, literature, child development and language skills, methods and techniques of teaching, audio-visual aids, evaluation, syllabus and textbooks.

With regard to the course content of methods of teaching Bengali : literature, language covering brief history, development and grammar, study of classes X and XII, child development and language, mother tongue in education, language skills, methods of teaching, psychology of language teaching, lesson plan, evaluation, phonetics and the mother tongue (Bengali).

The content components of Hindi (Table-14) are quite wide and impressive. A critical look reveals that the content components are spread over the themes-structure and grammar, literature, Hindi as national, second and third languages pronunciation, vocabulary, influences of other languages on Hindi, language skills, methods and techniques, remedial teaching, cocurricular activities, teaching aids, syllabus and textbooks, evaluation and the Hindi teacher.

Table-15 outlines the content components of methods of teaching Oriya. The components are centred around Oriya language – structure and phonetics, literature, mother tongue, teaching Oriya as first and second language, methods of teaching, development of language, remedial approaches, evolution of Oriya language, vocabulary, grammar, study of syllabus, text books, and evaluation.

Likewise, the content components of methods of teaching Urdu are formulated. The components cover mother tongue- role, child development and language, objectives and principles of teaching, language, development of skills, methods of teaching, place of drama, mushairah, debate and discussion in Urdu teaching, co-curricular activities, syllabus and textbooks, lessor evaluation.

TABLE - 11 METHOD OF TEACHING – MODERN INDIAN LANGUAGES

sl. no	state	university	title of the paper	units	marks			statement of objectives
					external	internal	total	
1.	Assam	Assam(Silchar)	teaching of Bengali	10	80	20	100	stated
2.		Dibrugarh	teaching of Modern Indian Language Assamese	10	90	10	100	not stated
3.		Gauhati	teaching of MIL (Assamese/Bengali/Hindi/Bodo)	7	100		100	not stated
4.	Bihar	Bhagalpur	Hindi method(hindi bidhi) and urdu method	12	80	20	100	not stated
5.		Magadh	methods in MIL (Hindi/Urdu/Bengali)	14	100		100	not stated
6.		Mithila	general principles and methods of teaching and methodology of school subjects (Hindi/Urdu/Mithili)				60	
			(A)- general principles & methods of teaching	7	15	5	20	not stated
			* (B)- methodology of school subjects (for two methods)	*	60	20	80	
					(30)2	(10)2		
7.	Meghalaya	NEHU	teaching of Modern Indian Language	9	80	20	100	not stated
8.	Nagaland	Nagaland						
9.	Orissa	Sambalpur	content-cum-methodology of teaching MIL (Oriya)	11	100		100	stated
10.		Utkal	content-cum-methodology of teaching MIL (Oriya/Hindi/Bengali)	5	100		100	not stated
11.	W. Bengal	Calcutta	content-cum-methodology of teaching of Bengali	11	100		100	not stated
12.		Visva Bharati	methods of teaching Bengali(as mother tongue)	24	80	20	100	stated

* In Mithila, apart from A + B papers above, each methodology paper has content component for 50 marks and for two, total marks is 50 X 2 = 100

TABLE --12

ANALYSIS OF COURSE CONTENT -- ASSAMESE

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
- objectives of teaching mother-tounge, role in education of child	1	2	3	4	5	6	7	8	9	10	11	12
- mother tongue -- sound system, pronunciation, interaction, stress etc.		*	*									
- child development & its relationship to language skills - listening, speaking reading & writing	1		*				*					
- developing mother tongue as an instrument of thought, communication	3	*	*				*					
- the nature of language - nature, characteristics, functions, elements	2	*	*									
- principles of teaching and learning of mother-tounge	2	*	*									
- syllabus and textbooks - principles, selection, gradation, preparation	3	*	*				*					
- method of classroom techniques --												
- approaches, objectives, teaching points, planning lesson, preparation of feedback material for prose, poetry, grammar, composition	3	*	*				*					
- evaluation -- concept, oral, written forms, continuous evaluation, tools, type of tests	3	*	*				*					
- development of language skills -- listening, speaking, reading and writing	3	*	*				*					
- development of literary appreciation and vocabulary enrichment	1						*					
- audio-visual aids -use of speech records, tapes etc.	1						*					
- introduction to the literature of the mother tongue and teaching of literature	2	*	*									
- teaching a major Indian language as a second language -placing the school curriculum, objectives of teaching principles and problems of teaching the syllabus and the text, methods and classroom techniques	2	*	*									

Note : Figure in the bracket indicates the frequency of coverage implying the number of universities covering the component.

TABLE --13

ANALYSIS OF COURSE CONTENT -- BENGALI

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
content :	1	2	3	4	5	6	7	8	9	10	11	12
- a brief history of Bengali literature	1										*	
- growth and development of Bengali language	2									*	*	
- advanced Bengali grammar	4									*	*	*
- study of the prescribed courses in Bengali in class X and XII	1										*	
methods of teaching :												
- child development and language	1											
- the place and importance of M.T. in education	6		*				*			*	*	*
- its advantages as medium of instruction	1										*	
- mother tongue in the present school curriculum	4		*				*				*	
- spoken-influence of local dialects on speech habits	3									*		
- reading -- loud, silent, intensive, extensive etc.	3									*	*	*
- methods of teaching prose, poetry, grammar composition, spelling, punctuation	6		*				*			*	*	*
- place and importance of translation in learning mother tongue, method of teaching	3		*				*				*	
- literary pursuits in learning mother tongue recitation, debate etc.	2										*	*
- testing and evaluation	3						*				*	
- planning of lesson	5		*				*				*	*

BENGALI

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
1	*									*	11	12
2												
4	*		*				*					*
1												*
3							*					*
2	*											*
1												*
2	*											*
1												*
3	*		*									*
1	*											*
1												*

TABLE - 14

ANALYSIS OF COURSE CONTENT – HINDI

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
1	1	2	3	4	5	6	7	8	9	10	11	12
- language – meaning, nature, importance and objectives of teaching language			*	*	*	*				*		
- importance of teaching mother tongue	5		*	*						*	*	
- importance of national language or official language, three-language formula	6		*			*	*					
- general principles of teaching language, traditional method – action and practice method, importance of oral work, speech training, relative integration of various components of language	3			*		*					*	
- teaching of Hindi pronunciation	2			*		*						
- importance of spelling in Hindi teaching	3			*			*			*		
- composition :	4		*	*						*		
(a). teaching of oral composition	3			*		*					*	
(b). teaching of written composition	1										*	
- importance of good hand writing in Hindi teaching, letter and essay writing, dictation and punctuation	1										*	
- reading -loud reading, silent reading, intensive reading	2			*							*	
- objectives of teaching reading	1					*						
- prose teaching - story teaching, drama and essay teaching	4			*	*	*	*					
- various steps for teaching prose	4			*	*	*	*					

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
1	1	2	3	4	5	6	7	8	9	10	11	12
- grammar teaching – place of grammar in language teaching, various methods of teaching grammar	1										*	
- poetry teaching – objectives of poetry, in efforts of teaching poetry, song and drama method, word meaning method, stanza simplification method, footnote method	4			*	*	*	*					
- language teaching – instructional materials	1											
- testing and evaluation in Hindi teaching	6		*	*	*		*			*	*	
- modern teaching methods and Hindi teaching	2			*						*		
- methods of teaching Hindi for non-Hindi speakers	1					*						
- importance and use of audio-visual aids in Hindi teaching	3					*	*			*		
- essential qualities of a Hindi language teacher	1					*						
- objectives and importance of teaching Hindi as a second language	2									*	*	
- problems of teaching Hindi as second language and its remedial measures	1									*		
- teaching of Hindi and language skills	4			*	*		*			*		
- objectives of teaching mother tongue	1			*								
- developing mother tongue as an instrument of thought, communication, appreciation & creation	2			*			*					
- importance and utility of lesson plan – format of lesson plan for teaching poetry, teaching prose (essay, story, drama) and teaching of grammar	1									*		
- critical study of Hindi syllabus and textbooks at secondary level	4		*		*		*			*		

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
1	1	2	3	4	5	6	7	8	9	10	11	12
- study of poets and authors prescribed in the syllabus	1										*	
- origin and development of Devanagari script, main characteristics of Devanagari script	2		*							*		
- origin and development of Hindi language from Sanskrit down to the present-day	2									*		
- general characteristics of different ages of Hindi literature :	1											
- contemporary trends of Hindi literature												
- literary criticism, qualities of criticism, various types of criticism												
- study of various impacts on Hindi language & literature (foci on Arabic, Pharsi, and English)	1									*		
- Hindi grammar – knowledge of noun, pronoun, adjective, verb, adverb, gender, numbers, karak and abyaya, sandhi, samash, upasarga, pratayay, synonyms & antonyms	1									*		
- study of rasa, chhanda, and alankar as contained in the school syllabus	1										*	
- advanced Hindi grammar as prescribed in the secondary courses of study with special emphasis on the following aspects with reference to Hindi script and spelling – Bikanari & Abikari words, kinds, forms and formation of number, gender, karak, bibhakti, tense, phrase and idioms	2			*							*	
- place of Hindi as a medium of instruction at higher-education stage for Hindi speaking students	1										*	

Unit	Assam Unv.	Dibrugarh Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadh Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
1	1	2	3	4	5	6	7	8	9	10	11	12
- principles and methods of teaching Hindi as mother tongue, as second and third language	1					*					*	
- syllabus of Hindi as mother tongue and third language at different stages	1										*	
- Hindi spoken and written -- influence of local dialects on speech habits	2		*								*	
- the importance of phonetics, syntax and morphology for language teachers	4		*		*		*			*		
- pronunciation of vowel and consonant sounds	2				*		*					
- vocabulary system of language, sentence structure and writing system	3			*	*		*					
- importance of poetry in language teaching - nursery rhymes, lyrics and other forms	1										*	
- methods of translation in Hindi from other languages and vice-versa	1										*	
- literary pursuits - recitation, debates, discussion, dramatics, club activities, scrap books, wall magazine, school magazine	2						*			*		
- developing skills on dividing lessons into lesson unit and preparation of lesson plan	3			*			*			*		
- the role of mother tongue in the education of a child	3		*		*		*					
- child development and its relationship to language	3		*		*		*					
- the process of acquiring mother tongue	1		*									
- Introduction to literature	1				*							
- co-curricular and extra curricular activities in the teaching of language	1				*							

Unit	Assam Unv.	Dibrugarh Unv.	Gauhati Unv.	Bhagalpur Unv.	Magadh Unv.	Mithila Unv.	NEHU Unv.	Nagaland Unv.	Sambalpur Unv.	Utkal Unv.	Calcutta Unv.	Visva Bharati Unv.
	1	2	3	4	5	6	7	8	9	10	11	12
- different roles of the language	1				*							
- method and class-room techniques :												
- using a text reader and supplementary reader	1		*									
- identification of objectives and teaching poetry	1		*									
- various ways of using textbooks in the classroom	1		*									
- preparation of feed-back materials for prose, poetry, grammar and composition	1		*									

TABLE -15 ANALYSIS OF COURSE CONTENT -- ORIYA

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
- Oriya language -- alphabets, phonetics, vocabulary, sentence, prosody	1	2	3	4	5	6	7	8	*	10	11	12
- the importance of mother-tongue in the life and education of an individual	1								*	*		
- Oriya literature in school curriculum, different genere of literature	1								*			
- aims and objectives of teaching oriya as 1 st language and 2 nd language at secondary level in the context of emerging national needs in post-independence period	1									*		
- methods of teaching oriya -- traditional and modern	1									*		
- objectives, principles and procedure of teaching prose, poetry, composition and grammar	2								*	*		
- developing skills, listening, speaking, reading, creative working, assignment, evaluation	2								*	*		
- remedial approaches with reference to spelling errors, pronunciation, syntax	2								*	*		
- evolution of oriya language	2								*	*		
- oriya vocabulary	2								*	*		
-functional grammar	2								*	*		
- oriya spoken & written	2								*	*		
- detailed study of syllabus and text-books	1								*	*		
- evaluation	1								*	*		

Note : In Calcutta University, Oriya syllabus is a modified form of Bengali Syllabus.

TABLE - 16 ANALYSIS OF COURSE CONTENT –URDU

Unit	Assam Univ.	Dibrugarh Univ.	Gauhati Univ.	Bhagalpur Univ.	Magadh Univ.	Mithila Univ.	NEHU Univ.	Nagaland Univ.	Sambalpur Univ.	Utkal Univ.	Calcutta Univ.	Visva Bharati Univ.
- role of mother tongue in the education of a child, child development and its relationship to language	1	2	3	4	5	6	7	8	9	10	11	12
- nature of language -- its sounds, vocabulary, structure and changing system	1				*							
- different roles of language	1				*							
- aims, objectives & principles of teaching the mother-tongue	2			*	*							
- development of skills - listening, speaking, reading and writing	2			*	*							
- teaching of prose & Poetry	2			*	*							
- teaching of grammar	2			*	*							
- introduction to literature	1				*							
- place of drama, mushairah, debate, panel discussion in urdu teaching	1			*								
- co-curricular activities in the teaching of language	1				*							
- traits of urdu teacher	1			*								
- syllabus and textbook	2			*	*							
- lesson plan	2			*	*							
- testing and evaluation	2			*	*							

A close look at the content components of modern Indian languages reveal that they, in general, are centred around teaching of mother tongue, child development and language learning, literature, language skills, various methods of teaching, text books, teaching aids, and evaluation. The way the components are structured reflects continued dependence on conventional approach in the formulation of the course components. The prevailing practice obviously reflects the thinking of teacher educators and obviously, they need to shift out of their current form of thinking if they are serious about development of professionalism in teaching.

Section-5

Summary of emerging patterns

The study examines the curricula of one-year B.Ed. courses of studies of 12 universities of the eastern region. It is operationalised through the study of the prevailing syllabi of these universities. The syllabi are analysed based on data system generated from core papers, methods of teaching, elective/special papers, practice teaching, working with community and work experience, marks allocated to theory, teaching practices, practical activities and assessment. Content components of core papers and methods of teaching - social studies/social sciences, English and modern Indian languages as well, form the base for the data system. The analysis unfolds the following prevailing patterns.

- * These universities, though vary within and across states on the number of core papers or electives/special papers, invariably follow the norm of two method papers and insist on teaching the two method subjects during practice teaching. However, they differ on the duration of teaching practice and the number of lessons per subject.
- * Among the activities, lesson plan, observation, teaching aids and work experience form the essentialities for the teacher trainees.
- * Formation of course structure across these universities invariably presents the image of theory dominance. Weightage placed on practice is much less.
- * Though majority of the universities follow external examination and internal assessment mechanisms in the assessment of theory papers, all of them rely on both external and internal assessments while dealing with practice components.
- * Teacher trainees are invariably required to choose and practice two teaching methods. Though majority of these institutions insist on delivery of final lessons on two teaching methods (one from each method), there are a few which require only a single lesson from one method paper for the final lesson.
- * Evidences from core papers indicate sharp differences across universities on the number of content units constituting each paper and on the provision of both external examination and internal assessment of the paper. The data suggest that content components, whether Paper - 1 or Paper - 2, reflect a conventional approach in the formulation of course content. There is no evidence, in either of them, to suggest that these papers provide space for the inclusiveness of emerging conceptual or theoretical perspectives.

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- * Data from the papers on methods of teaching related to social studies/social sciences, English and modern Indian language map similar images. In certain cases though the content components look impressive and wide, in general, they all are formulated on the conventional approach which does not provide space for accommodating the emerging ideas of instruction and learning.
- * Universities which have provision for external examination and internal assessment follow the same mode of evaluation in the assessment of theory papers.
- * The prevailing images of curricula reflect the thinking patterns of teacher educators and obviously, they need to move out of their comfort zones and possibly, a change in their mindsets will pave the way for developing professionalism in teacher trainees.

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